

Please bring your October 6, 1998 agenda for second reading item

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Meeting of the
Academic Senate
Tuesday, October 27, 1998
UU220, 3:00-5:00pm

*10.6.98 minutes
were removed*

- I. Minutes: Approval of minutes for the October 6, 1998 Academic Senate meeting (pp. 2-3).
- II. Communication(s) and announcement(s):
There will be two added meetings this quarter: On November 10, Bill Boldt will meet with the Senate to discuss University Advancement and the Centennial Campaign (3-5pm, UU220). On November 30, Chancellor Reed will be meeting with the Senate and general faculty for an open forum discussion (4-6pm, Cal Poly Theatre). Please calendar these dates.
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Other: Student presentation on Class and Community Connections program.
- IV. Consent agenda:
- V. Business item(s):
 - A. **Resolution on Collective Bargaining:** Executive Committee, first reading (p. 4).
 - B. **Resolution on Cornerstones:** Executive Committee, first reading (pp. 5-6).
 - C. **Resolution on Development of a Research Infrastructure at Cal Poly:** This resolution has been tabled by the Research and Professional Development Committee until a future meeting.
 - D. **Resolution on Changes to the Bylaws of the Academic Senate:** Executive Committee, second reading (pp. 12-37 in your October 6, 1998 agenda).
- VI. Discussion item(s):
Campus issues of concern.
- VII. Adjournment:

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-___-98/
RESOLUTION ON
COLLECTIVE BARGAINING**

- WHEREAS, The quality of education available in the CSU rests in major part on maintaining (1) a positive morale among the faculty, and (2) an ability to attract and retain high quality faculty members; and
- WHEREAS, CPEC and the CSU Board of Trustees and administration agree that there exists a salary gap between the CSU faculty and the faculty of comparative universities; and
- WHEREAS, Chancellor Reed has publicly stated that this salary gap should be closed; and
- WHEREAS, The existence of this salary gap has a negative impact on the hiring and retention of high quality faculty; and
- WHEREAS, The CSU Board of Trustees approved a retroactive pay raise for CSU presidents which reduces their salary gap by 50%; and
- WHEREAS, The Merit Pay Task Force of the statewide Academic Senate found that PSSI merit pay is eroding faculty morale throughout the CSU; therefore, be it
- RESOLVED: That the Academic Senate of Cal Poly strongly urge the CSU Board of Trustees and administration to use the compensation increase authorized by the legislature to decrease the salary gap for all faculty; and, be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge the CSU Board of Trustees and administration to show the same respect for its faculty that it has shown for its campus presidents by permitting the raises to be retroactive; and, be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge the CSU Board of Trustees and administration to give any future merit increases through a procedure based on the Promotion, Retention, and Tenure process of the campuses; and, be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge the CFA and CSU administration to resume negotiations to bring about a fair Collective Bargaining Agreement that addresses the issues expressed above; and be it further
- RESOLVED: That this resolution be communicated directly to local State legislators, the CSU Board of Trustees, the Chancellor of the CSU, and the CFA.

Proposed by: Academic Senate Executive Committee
Date: October 13, 1998

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-98/EX

**RESOLUTION ON
CORNERSTONES**

Background: Since becoming the head of the CSU, Chancellor Reed has on many occasions made remarks about implementing the Cornerstones report, a document that was developed as a planning guide for the CSU system. In fact, Chancellor Reed has used Cornerstones to justify some of his proposed changes for the CSU. One such program is the limiting of the baccalaureate degree to 120 semester units or 180 quarter units. Another plan is to standardize the course offerings for the first two years of study for all students in the CSU and the Community Colleges in order to facilitate transferring between the campuses.

It is the feeling of many faculty, staff, and administrators in the CSU that these recommendations are not in keeping with the spirit of Cornerstones. In particular, Cornerstones addresses the role of faculty in determining the curriculum of our students. Also, each campus is given the responsibility to shape their own academic programs. With these principles in mind, we submit the following resolution.

- WHEREAS, Chancellor Charles Reed has referred to Cornerstones as playing a guiding role in determining the present and future course for the CSU; and
- WHEREAS, Principle #1 of Cornerstones gives to each campus the responsibility to develop "... systems of learning assessment that enable students to demonstrate learning in both courses and programs. These assessment tools need to be developed with a broad consensus as to their proper use and will vary substantially among the disciplines;" and
- WHEREAS, Principle #2 of Cornerstones states that "Each campus will shape the provision of its academic programs and support systems to meet better the diverse needs of its students and society;" and
- WHEREAS, Principle #8 of Cornerstones further emphasizes the "decentralization and the differentiation of campus identities" and acknowledges each campus' "distinct mix of programs and fields of study;" and

- WHEREAS, Principle #10 of Cornerstones states "The California State University campuses shall have significant autonomy in developing their own missions, identity, and programs with institutional flexibility in meeting clearly defined system policy goals; therefore, be it
- RESOLVED: That the CSU and Chancellor Reed adhere to the entire spirit of Cornerstones rather than only selected portions of it; and, be it further
- RESOLVED: That the CSU continue to allow the individual universities of the system to determine and set their own graduation requirements for their programs; and, be it further
- RESOLVED: That each campus of the CSU form a task force to address the problems of student retention and progress to graduation that are unique to that campus; and, be it further
- RESOLVED: That reports from such task forces be sent to the statewide Academic Senate and that the statewide Academic Senate determine if there are specific problems that should be addressed systemwide.

Proposed by: The Academic Senate Executive Committee
Date: October 13, 1998



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DAVID S. SPENCE
EXECUTIVE VICE CHANCELLOR

RECEIVED

October 16, 1998

OCT 20 1998

Academic Senate

To: CSU Presidents

From: David S. Spence *David*

Subject: Cornerstones Implementation Plan

Attached to this memorandum is an initial outline of points that might be included in a plan to implement Cornerstones. This draft is intended as a starting point for campus discussion. We recognize that many other perspectives must be involved as we move toward a consensus and focused set of initiatives for adoption by the Board of Trustees and action by the system and its universities.

The purpose of this outline is to spark systemwide discussion. The only certainty is that the final plan will differ from the attached. Some believe there are too many priorities; others, too few or the wrong ones. Perhaps this means that the right balance has been struck for beginning discussion.

It is critical that the development of this implementation plan and the contributing discussions receive the highest priority on campuses and across the system. We trust that you will take the needed steps to ensure such thorough and open discussions. We would appreciate comments and recommendations by January 11, 1999.

The responses can be most useful if they describe specifically those actions whose implementation would be of the highest priority. It would also be helpful to know what draft ideas should be eliminated or reduced in priority and what different ones might be added. The development of the plan will be assisted as well by your recommended refinements in the description of actions to be implemented and the roles to be assumed at the university and system levels in carrying out these initiatives.

October 16, 1998

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As a means to further these comprehensive discussions on a systemwide level, we will post a web page devoted to Cornerstones implementation. We will provide details on this development by next week.

Thank you so much for your cooperation. Please let me know if you need further information.

DSS/mjh

c: Charles W. Lindahl
Charles B. Reed
Chair, CSU Academic Senate
Chairs, Campus Academic Senates

DRAFT

Cornerstones Implementation Plan

It is the intent of Cornerstones that the California State University create a truly student-centered university, in which every member of the University community – faculty, staff, and administration – has a responsibility for contributing to student success. Actually, CSU is already known for its highly effective orientation to teaching and scholarship. It is the intent and spirit of Cornerstones to build upon this solid base and establish an agenda for even greater effectiveness. Some new faculty tasks, responsibilities, and directions are anticipated under this implementation plan in addition to the demanding, varied and successful roles faculty already assume. Successful implementation will hinge on faculty being properly supported in their efforts to achieve the Cornerstones objectives.

The full implementation of Cornerstones will require several years. This plan addresses the key issues of systemwide concern – program quality, student access, student preparation, and faculty support. The initiatives listed by letter below are derived from Cornerstones principles, and followed by several proposed implementation steps.

A. Each university will strengthen baccalaureate education through student learning outcomes and assessment.

1. Each university will identify student learning outcomes for both General Education and degree program majors, focusing on the outcomes of overall programs rather than individual courses.
2. Each university's General Education outcomes will include, as a core, those competencies required in Title 5 and other relevant system policy; other outcomes may be added by each university.
3. Each university will develop its own assessments for both General Education program outcomes and degree major program outcomes.
4. Each university will establish a process for measuring the extent to which students are achieving the defined student learning outcomes of both General Education and degree program majors.
5. Each university will establish a formal process for using the assessment results to review and improve programs. Each university will describe this process and subsequent program improvements.

B. Each university will assure the quality of the baccalaureate experience and process.

1. Each university will direct special attention to the teaching and learning process, and develop new ways to strengthen student-faculty interaction, active/involved student learning, and student-to-student learning relationships.

2. Each university will establish a process for encouraging actions and assessing results related to strengthening teaching and learning effectiveness.
 3. Faculty will determine when student learning can be effectively served by the classroom context, the use of distributed learning technology, community service learning, and other learning methodologies.
 4. Each university will provide an appropriate range of student services including admissions, registration, financial aid, academic advisement, library and information services, and instructional support for all students regardless of type of enrollment or form of instruction.
- C. Each university will examine its programs to ensure that current programs are needed, effective, and have appropriate and understandable requirements. This examination will be guided by the following principles.**
1. In accord with Board of Trustee program review policy, each university shall make special efforts to ensure that programs and courses are strengthened, added, retained, and eliminated according to explicit criteria and procedures. These campus criteria and procedures will be designed to ensure that programs are continually responsive to, among others, state and student needs, changes in the discipline, and campus priorities.
 2. Each university shall ensure that full-time students are able to complete baccalaureate degree program requirements within a reasonable length of time. Across the country, this typically is accomplished in eight semesters (twelve quarters) of full-time study, which normally equates to 120 semester (180 quarter) units. For most degree programs, General Education and degree program major student learning outcomes can be acquired and demonstrated during this equivalent period.
 3. Trustee policy will be revised to minimize references to units required including specific areas of General Education. The intent of this revision is to enable universities to shift attention to student learning outcomes and away from course and unit-based curricula.
 4. Articulation practices among system universities and community colleges and policies for General Education will continue to be reviewed and strengthened at both campus and system levels. Over time these practices will accommodate the shift to student learning outcomes and place less emphasis on course-based units.
 5. New and concerted attention will be devoted to the articulation of required lower division major courses and/or competencies, both within the CSU and between the CSU and community colleges. To this end, faculty from across all CSU campuses will convene in disciplinary groups, with appropriate consultation with community college faculty, to seek agreement on a common core of required lower division courses for each major.
 6. Each university and the CSU system will continue to work with the leadership and faculty of the community colleges to remove barriers to transfer so that community

college transfer students can proceed toward their baccalaureate objective at the same pace as students entering the CSU as first-time freshmen.

- D. Universities will make their services more accessible in time and place, by removing, to the extent possible, constraints on teaching and learning caused by time or location.**
1. Each university will identify how the opportunity to acquire expected student learning outcomes and related services can be made more accessible to students who experience difficulty accessing traditionally-scheduled, on-campus programming. Each university will document actions taken to accommodate the time and place needs of students and the effects of such actions.
 2. Appropriate system policy should be formulated to govern the development of off-campus centers to accommodate place-bound students.
 3. Each university will ensure that instruction and support accommodate the personal situations of students, especially working adults with families, through services such as flexible scheduling, course patterns, certification of learning, job-site teaching/learning, and use of technology mediated instruction.
 4. CSU and its campuses will direct special attention to maximizing its resources through the effective use of fuller daily, weekly and yearly schedules.
- E. The CSU will support system and university-wide efforts to increase the number and proportions of high school students who are prepared for college-level study upon entry, and in the process, reduce the percentages of students needing remedial education.**
1. CSU will revisit the competencies needed to begin college-level work and how best to assess them. This review will be linked to the re-examination of General Education through a learning outcomes-based approach. The use of ELM, EPT, and SAT for placement purposes will be reconsidered within the context of the Intersegmental Committee of the Academic Senates' statements of competencies expected of entering freshmen.
 2. The CSU will intensify its support for early diagnostic testing of ninth, tenth, and eleventh grade high school students in English and math to determine progress being made in meeting CSU expectations. These efforts will focus on the Math Diagnostic Placement Test (MDPT) and the CSU-UC on-line writing assessment project.
 3. CSU placement tests will be made available to K-12 students as soon as they complete their junior level courses. Students who pass would be granted appropriate CSU placement subject to completion of senior-year math.
 4. Alliances with the public schools will be strengthened. These alliances should focus on developing a clear understanding of what the CSU math and English placement standards are and how best to achieve them. Special funding should support these efforts.

5. The CSU will insure that teacher preparation programs produce graduates able to assist students to meet State Board of Education standards.
 6. The CSU and its universities will expand the number of well-trained CSU students helping K-12 students achieve stronger English and math skills.
 7. The CSU will also seek more effective methods and structures by which remedial education will be provided, including extended learning and expansion of partnerships with community colleges, public schools, and other institutions.
- F. The CSU will increase access to education beyond the baccalaureate, including degree and certificate programs as well as other forms of continuing and professional education.**
1. Each university will respond to new economic and social needs for post-graduate education, research, and service.
 2. CSU's role as the major provider of the Master's degree and post-baccalaureate certification programs will be expanded. These programs are becoming more critical to meeting the increasing educational needs of people in an expanding number of occupations and professions. California's economy will depend on access to these new levels of knowledge.
 3. The CSU and its universities will increase investment in their graduate and post-graduate educational programs while maintaining the CSU's commitment to undergraduate education. Consideration will be given to the following possibilities for increased support.
 - a. Seek State recognition of the higher cost of graduate (relative to undergraduate) education and the alignment of funding accordingly (without reducing support of undergraduate education).
 - b. Establishment of differential fees for undergraduate and graduate students to reflect the higher costs associated with graduate education, in parallel with increased financial aid for graduate students.
 - c. Allowing campuses and programs to charge differential fees in accordance with costs, competition in the marketplace, and demand, subject to adequate financial aid to assure access.
 - d. Special funding for joint doctoral programs.
 4. The CSU will develop new patterns of support for post-graduate and other programs which blend extended learning programs and self-support resources with those supported through the General Fund. The chancellor's office will study the public and system policy issues related to such new funding patterns. It is important that we utilize the energy and entrepreneurship that is characteristic of self-support units and programs.

5. The CSU's role in doctoral and professional education will be increased through relationships with the University of California and other public and private higher education institutions.

G. The CSU and each university will make systematic progress toward achieving the conditions that will allow faculty to play their integral role in implementing the plan.

1. The CSU and each university will provide faculty with a fair and reasonable reward system, including closing the faculty salary gap. In order to recognize the expansion of faculty roles, faculty scholarship should be more broadly defined as appropriate to each campus.
2. The CSU will develop a more coordinated and substantive faculty development effort related to the implementation of Cornerstones principles.
3. The CSU and each university will seek ways to provide faculty with appropriate opportunities and conditions to implement Cornerstones initiatives. These will include both seeking new resources and specific targeting of faculty time and support to recognize the importance of the following:
 - assigned time for the development of student learning outcomes and assessment methods,
 - assigned time for the conversion of courses and program to new modes of instruction,
 - increased travel for participation in professional conferences,
 - expanded training programs for the use of technology mediated instruction, and
 - expanded summer stipends to support the development of Cornerstones initiatives.
4. The CSU and each university will expand resources available for direct instructional support including:
 - increased investment in faculty computing, smart classrooms, and other educational technology,
 - expanded instructional development and support operations, and
 - increased clerical staff, and office and communication technology.

CLASS & COMMUNITY CONNECTIONS FACULTY INCENTIVE PROGRAM

In recognition of the fact that developing community-based experiences requires some additional time and effort on the part of faculty, Class & Community Connections offers an incentive program to support faculty during the initial development and implementation phases of adding service-learning to General Education courses. The following incentives are currently available:

- funds of up to \$1,000 which can be paid directly to faculty member (or transferred to his/her department if preferred);
- funds for travel to a discipline-specific conference which addresses service-learning in some way;
- assignment of a trained Student Mentor for ten hours per week to handle the logistics of involving your students in the off-campus community;
- funds to bring faculty to campus who are experts in service-learning in your discipline; and
- professional staff assistance in locating community-based experiences which are appropriate for your course.

Faculty who are interested in exploring how they might include a community-based learning experience in one of their General Education courses are invited to call Dianne Long, Political Science extensions 5717 or 2984 or Sam Lutrin, project director at extension 5839.